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ABSTRACT

This study explores factors characterizing persons who have selected practical nursing as a career, the satisfactions of those who have remained in the field, and the reasons some individuals have left. All 1,139 graduates of the 12 1-year practical nurse programs in Minnesota for the years 1955, 1960, and 1964 were sent questionnaires, and 1,001 (88 percent) were completed. Some conclusions were: (1) Recent graduates had more post-high school educational experience, and were more supportive of their vocational choice, more willing to praise their school's high standards, and more inclined to criticize some aspects of their practical nurse programs, (2) Decisions to enter the field are made relatively late, (3) Licensed vocational choices seem to be based on personal interests, (4) Persistence in practical nursing is more likely when the graduate is single or widowed or feels "fairly well accepted" by the community, (5) Continuation in a specific practical nursing job is more likely when there are definite expectations of advancement, and (6) The licensed practical nurse's greatest vocational problem seems to be their rather ill-defined role. The questionnaire and 33 statistical tables are appended. (JK)

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VOCATIONAL CHOICE AND SATISFACTIONS OF LICENSED PRACTICAL NURSES

by

ELEANOR MAE WALTERS TREECE

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NATIONAL LEAGUE FOR NURSING

1969

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VOCATIONAL CHOICE AND SATISFACTIONS OF LICENSED PRACTICAL NURSES

Excerpts From a Thesis Submitted at
The University of Minnesota in Partial
Fulfillment of the Requirements for
The Degree of Doctor of Philosophy

by

ELEANOR MAE WALTERS TREECE, Ph.D.

NATIONAL LEAGUE FOR NURSING
Department of Practical Nursing Programs
10 Columbus Circle, New York, New York 10019

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INTRODUCTION

One result of the professionalization of nursing has been the development of a hierarchy of nursing programs, based upon the length of the course and the corresponding licensure title. Although practical nursing rests at the base of this hierarchy, it has gained status in recent years.. With today's increased federal interest in and support of the health-care field, the need for licensed practical nurses continues to multiply. Research is clearly required to identify factors that will aid in selecting students who can complete the practical nursing program satisfactorily and who will remain in this field. The present study was therefore designed to explore factors that characterize persons who have selected practical nursing as a career, to describe the satisfactions of those who have remained in the field, and to find out why some individuals have left.

IMPORTANCE OF CAREER CHOICE AND PERSISTENCE IN THE PRACTICAL NURSING FIELD

The demand for increased numbers of licensed practical nurses cannot be considered lightly in a day when the range of occupational opportunities has broadened so greatly. Many different types of careers beckon to American youth. A knowledge of the factors affecting vocational choice alone is not sufficient. Once in the field, the LPN must find personal satisfaction in her work if she is to make a continuing contribution to the health needs of the community.

Significance of Career Choice

As Wilensky has defined it, "A career, viewed structurally, is a succession of related jobs arranged in a hierarchy of prestige, through which persons move in an ordered, predictable sequence."[1] Wrenn suggests that the concept "career" is more inclusive, that it denotes a kind of general life pattern.[2] Practical nursing holds out the prospect of continuing, predictable rewards that are characteristic of careers, but the LPN is limited by educational experience and licensure, since these permit little upward mobility. The next major step can only be attained through reeducation and licensure as an RN.

Important work in vocational (regular field of employment) choice and vocational development has been done in recent years. Especially to be noted are the efforts of Eli Ginzberg, Donald Super, and David Tiedeman. Super's theory[3] was used for organizing data for the present study. Using practical nursing graduates as the sample population, this investigation tested hypotheses relevant to several of Super's propositions regarding career choice and occupational success.[4] (The terms occupation and vocation are used synonymously throughout the present study.)

Satisfaction and Continuance in the Field

Several studies have been made recently of job (defined as the individual's specific employment) satisfaction and turnover among hospital personnel. Practical nurses have

shown a comparatively low turnover rate[5] when compared with other categories of personnel responsible for direct patient care. Nevertheless, the question remained as to why some LPNs leave the field temporarily or permanently. In 1963, the Minnesota Board of Nursing found that 18.3 per cent of the 4,709 persons currently licensed in the state were not active in practical nursing. Added to this group were those who had not kept up their licensure. Did they plan to return to the vocation sometime in the future or had they abandoned any such plans? Persistence in the field might be found to be related to job and general vocational satisfaction.

PURPOSES OF THE STUDY

Practical nursing has had a relatively long history in Minnesota. The first program was established in Minneapolis in 1919, although the first practical nurses were not licensed until 1948, the year following passage of the licensure law. Whereas only 40 students graduated from the 4 accredited schools of practical nursing in 1948, these figures rose to 724 graduates of 24 accredited schools in 1964.

Nearly two decades have passed since the licensure of practical nurses was begun in Minnesota. In spite of soaring enrollments since 1948, there has been practically no evaluation of the practical nursing field. Are graduates remaining in this field? How do LPNs feel about their career choice? Of what importance to them are prestige (ranking or respect given by a group or society to a position in the group) and certain commonly accepted values (things that individuals regard highly)?

This study was aimed at learning more about the opinions and characteristics of graduates of selected schools of practical nursing over a nine-year period. The major goal was to test a series of hypotheses concerning career choice, job and vocational satisfactions, and persistence in the field after graduation.

Exploration of Graduate Opinions and Characteristics

The scope of the present study did not permit extensive exploration of any one area of inquiry. The study does, however, provide informative data that should aid future research on the recruitment and preparation of practical nursing students and the employment of licensed practical nurses. Exploration of relationships between satisfactions and persistence in the practical nursing field should help to delineate areas to be considered in seeking to meet the health needs of rural-urban America. By selecting for this study all graduates of three selected years (1955, 1960, and 1964), interesting comparisons could be made of LPNs who have had varied amounts of practical nursing experience. These comparisons cast important light on certain trends in the backgrounds and views of the graduates.

Assumptions

The study hypotheses and the instrument for collecting data (see Appendix C) were based upon the following four assumptions:

1. Work experience contributes to a change of view from the "ideal" (best) to "reality" (what actually exists). After employment as an LPN for a period of time, the individual is able to evaluate her training and vocation in the light of this experience.

2. If the "ideal" and "reality" are similar, satisfaction with the anticipated experience occurs; sharp differences result in dissatisfaction, since the individual finds herself in a position that is inferior to what she expected.
3. LPNs, like persons in all other fields, seek job satisfaction, a feeling of status (position in a group based on performance), and prestige (respect given for a job status).
4. If an LPN prepares for an RN position or work in another field, she was not satisfied with her practical nursing status or vocation.

Major Questions

Four basic questions were explored in the present study.

1. To what degree is career choice related to the LPN's age, family, education, and interest?
2. To what extent is persistence in the practical nursing field related to such factors as parent(s) educational and occupational level, achievement on the state board examination, marital status, and feeling of acceptance by the community?
3. To what degree is satisfaction with the present practical nursing job related to work conditions?
4. To what extent is satisfaction with the practical nursing vocation related to personal and family background?

PLAN OF THE STUDY

Generally, Minnesota's schools of practical nursing have been functioning without the benefit of a systematic evaluation beyond what was involved in becoming accredited. School admission committees are therefore handicapped by lack of information regarding the effectiveness of their procedures in selecting students who will remain in this field. Already, many graduates have been lost, but the reasons have not been systematically established. The purpose of this study was to obtain information and opinions from recent graduates of Minnesota schools of practical nursing that might help to identify factors related to retention of LPNs in the field and their job and vocational satisfactions.

The Institutions Studied

Twelve schools of practical nursing were approved by the Minnesota Board of Nursing in 1955, the first year included in this study. All 12 schools (see Appendix B) agreed to participate in the study and furnished names and addresses of graduates, state board examination scores, and current school bulletins. Nine schools were under the joint sponsorship of public schools and hospitals, and 3 were sponsored by private hospitals. Five schools were located in the four largest cities in the state; the others, in smaller communities.

The Pilot Study

A pilot study was made during late September of 1965 to try out the procedures for

collecting data. Twenty-one LPNs employed by two Minneapolis hospitals, who had not graduated in the selected years, participated in this preliminary study.

The Sample

All graduates of the twelve schools' one-year programs in the three selected years (1955, 1960, and 1964) formed the study sample. One school also offered a six-quarter program, but these graduates were not included in the study. Questionnaires were mailed in late November of 1965 to 1,139 graduates (2 were deceased), of whom 1,001 (88 per cent) returned completed blanks before the deadline date. Replies were received from all areas of the United States mainland, plus Hawaii, Guam, and Bolivia. All respondents were female except one.

The Study Instrument

A questionnaire was devised to obtain the information sought in the study. The majority of items could be answered by checking the choices provided. Responses to the remaining open-ended items were coded individually by the investigator.

LIMITATIONS OF THE STUDY

Several limitations of the study are evident. The first of these is that a retrospective view on the process of career choice was given by respondents. Some bias and error were undoubtedly introduced as a result of this time factor.

Second, this cross-sectional study elicits information from graduates at a single point in time. Replies may have been affected to some degree by health, environment, or emotional pressures on the day the form was completed.

Third, the reliability of the instrument was not established prior to use in the study, though the pilot study furnished some useful information in clarifying questions, which probably improved the instrument's reliability and validity. The depth of information sought in the items was also limited by the length of the instrument.

Fourth, graduates of only half the schools of practical nursing in Minnesota that had become accredited by 1964 were included in the investigation. It is not known whether graduates of the remaining schools would have given replies similar to those of the sample.

Finally, the only measure of ability available for all graduates was the state board examination score. A problem arose in the use of this test, since different forms were taken by the three selected groups, making for a possible discrepancy in the stability of the eighty-fourth percentile (the arbitrary cut-off point adopted to designate a "high" score). The Minnesota Board of Nursing made available the standard score, which marked the eighty-fourth percentile for each form of the national examination. A national norm group provided at least a minimal mechanism for comparing the achievement of Minnesota graduates with those elsewhere.

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

SUMMARY

In a day when demands everywhere are being made for increased numbers of health care personnel, the present study has investigated one particular occupational group--namely, practical nurses. Factors that influenced such persons to choose this vocation and that have led to job and vocational satisfaction should be identified if selection of students is to be improved and LPNs are to be encouraged to remain in the field.

Design and Conduct of the Study

The primary goal of the study was to identify factors related to the vocational choice and satisfactions of licensed practical nurses. Information and opinions gathered from graduates of schools of practical nursing promised to afford clues that might aid in recruiting, preparing, and holding licensed practical nurses in this field. After exploration of the general characteristics of graduates of selected schools of practical nursing, three basic hypotheses were tested. These related to the similarity of backgrounds, activities, and outlooks of the members of three graduating classes, spanning the 1955 to 1964 period, on such points as choice of vocational field, persistence in it, and appraisals of a specific nursing position and of the field in general.

Participants

The 12 schools of practical nursing in Minnesota that had been accredited by 1955, the initial year used in inventorying graduates, agreed to participate in the study. All graduates (1,139) from the one-year programs in the calendar years 1955, 1960, and 1964 were asked to provide information, and 88 per cent of these complied with the request. These graduates were considered as samples of all LPNs educated in Minnesota during the past decade; the responses of these three classes were compared, as indicated below, to identify any significant changes over this period. The data were also analyzed in other ways to test remaining study hypotheses.

Development and Administration of the Study Instrument

Certain of Super's propositions[1,2] concerning vocational development were used as a framework for deriving relevant questions for this study. These related to the process of vocational development, the occupational field entered, continuance in the field, and work satisfactions. The study was not intended as a formal testing of Super's vocational development theory, however.

A questionnaire was developed to gather information relevant to these questions. This incorporated ideas gained from a review of appropriate studies, discussions with educators from several local schools of practical nursing and from nursing organizations, and the investigator's own observations in the field. After a pilot study was made, which used LPNs employed at two Minneapolis hospitals, the revised questionnaire contained 66 items divided into seven sections: choice of career, preparation for practical

nursing, experience and goals, evaluation of the practical nursing program, evaluation of vocation, evaluation of present nursing job, and personal information.

Each member of the specified classes received a questionnaire, a letter of explanation that promised confidentiality of returns (see Appendix A), and an enclosed self-addressed stamped envelope. A second copy of the questionnaire was mailed to non-respondents within five weeks, and a double postal card followed in a final attempt to learn if the questionnaire had been received and if the graduate was currently employed in this field. Almost nine-tenths (88 per cent) of those eligible to respond did so, with the figure varying from 82.8 per cent of the 1955 class to 90.0 per cent of the 1960 class.

Analysis of the Data

Facilities of the University of Minnesota's Numerical Analysis Center were used for tabulating and analyzing the data. Means, medians, and percentages were used in analyzing descriptive data; and the chi-square technique, in determining significant differences in responses for the various categories of graduates studied. The .05 level of significance was set for the rejection of hypotheses.

Limitations of the Study

Several limitations must be considered in interpreting findings of this study. Broad generalizations should clearly not be drawn from information gathered in a single project of limited dimensions.

Findings of the investigation largely represent opinions and information gathered at one point in time from graduates of selected schools of practical nursing located in a single state (Minnesota).

The reliability of the instrument developed for the study was not systematically studied prior to its use, although a pilot study aided in refining the wording of many items.

The study had to rely very largely on recall processes that were subject to considerable distortion, especially for the earlier classes.

Only one measure of ability was available for all graduates--namely, the state board examination score. Different forms of the test were used in the years selected for the study, and psychological abilities affecting such test performance are not known. But since the examination is employed in licensing practical nurses, it seemed justifiable to make some limited use of it in the present study.

Profile of the Graduates

A brief description of the respondents' present characteristics, of the reasons why they made their LPN career choice, and of their job satisfactions was derived from 16 items in the questionnaire. These and other data gathered in the questionnaire were utilized in testing hypotheses.

Background Information

1. Place of birth. Four out of five graduates were born in Minnesota. Most of the remainder came from bordering states, but nine individuals were born in a foreign country.
2. Sex. All respondents were female except one.
3. Residence during youth (5 to 17 years). More than a third (36.8 per cent) had

lived on a farm for the major portion of their youth, and another quarter had grown up in villages or in small towns; only a sixth had lived in a large city. The remaining fifth had resided in suburbs or in small to medium-size cities.

4. Highest grade attained by parents. Typically, the graduates' parents had not graduated from high school. Thus, not more than a grade school education was attained by 43.3 per cent of the fathers and 33.0 per cent of the mothers, and another fifth of each had some high school training. Completion of the twelfth grade (high school graduation) was the highest level attained by 14.7 per cent of the fathers and 22.5 per cent of the mothers, with an additional 13.5 per cent and 17.3 per cent, respectively, having received some college or vocational training. Few (4.5 per cent and 6.0 per cent, respectively) had attained at least the first college degree.

5. Occupational level of parents. Five-sixths of the fathers and a third of the mothers had been employed in nonprofessional occupations; and only 3.2 per cent and 9 per cent, respectively, in professional or semiprofessional occupations. A third of the mothers had never worked outside the home, and for a fifth, no information was given. The remaining parents were reportedly unemployed, retired, ill, or deceased.

6. Current legal residence. Although all members of the sample had enrolled in Minnesota schools of practical nursing, a fifth (20 per cent) were currently residing elsewhere--in 32 other states, Guam, and Bolivia. Thirty per cent were living in large cities, about one-tenth on farms, and the remainder in predominantly small towns or suburbs.

Choice of Career

1. Initial consideration of nursing. Four-fifths of the graduates had thought about nursing as a possible career choice before leaving high school. Of the total number, a third had considered before entering their teens the possibility of becoming nurses.

2. Decision to study practical nursing. The typical graduate decided to study practical nursing in the early part of her 18th year. Half made this career decision between their 16th and 20th years.

3. Reasons for choosing practical nursing. The first and second most important reasons given for this choice were "general interest in that type of work" and "interest in and liking for people." Cited less frequently, the other reasons included "job security," "worthy use of life," and "preparation for marriage and family."

4. Factors influencing career goals. Three-fourths (78 per cent) indicated that they had enrolled in a school of practical nursing after "some" or "careful deliberation and planning." Approximately three-sevenths reported that they had been most influenced by personal observation or experience in nursing or related areas. Parents, high school counselors, and teachers seemingly played a lesser role in career selection.

Preparation for Practical Nursing

1. Graduates' educational experience. More than 96 per cent were high school graduates, and 19 per cent reported some nursing or academic work prior to enrolling in a school of practical nursing.

2. Prior work experience. The majority (62.6 per cent) had had no relevant work experience prior to enrolling in a school of practical nursing. Hospitals had provided some firsthand knowledge of the nursing field for a third of the sample.

Vocational Experience and Goals

1. Employment status. Almost three-fifths (58 per cent) of the graduates were currently employed in practical nursing. More than a third of the total group had worked continuously in this field since graduating from a school of practical nursing, and 84.5 per cent had not engaged in any other occupation during this period. Pregnancy, family responsibilities, and husband's disapproval were most frequently reported as reasons for periods of inactivity.

2. Plans for the next two years. More than a third (36.6 per cent) of the graduates expected to remain in their vocation, and another 7.1 per cent thought they would reenter the practical nursing field. Approximately two-fifths indicated indefinite plans or expected to continue as homemakers. Another sixth expected to leave the field for one reason or another.

Evaluations

1. Attitude toward present nursing job. The chief satisfactions reported by persons currently employed in this field were "engaged in type of nursing preferred," "relationships--experience with staff and patients," "doing for others," and "location of job." More than three-fourths of the employed group were satisfied with each of the 18 selected work conditions, except for salary (57.5 per cent) and opportunity for advancement (61 per cent).

2. Attitude toward vocation. Graduates' main satisfactions with practical nursing as a field appeared to be "interesting and challenging work," "service to humanity," "dealing more with people than with things," and "security." A third of the graduates said they had encountered "no problem" as LPNs, whereas another third reported some concern about their LPN role--chiefly, lack of recognition of the LPN's contribution, lack of knowledge of her capabilities and limitations, and poor relationships with coworkers. More than a fifth cited poor working conditions as a problem area.

Testing of Hypotheses

The present study tested three major hypotheses, stated in null form. The first, which involved responses of three selected classes, included 12 subhypotheses. Nine of these were rejected at the .05 level of significance, using the chi-square method. Next, three of the four parts of the second hypothesis, which pertained to choice of practical nursing as a field, yielded significant relationships, using a 95 per cent interval estimate, leading to rejection of the subhypotheses involved. Three of the 18 subhypotheses of the third cluster, which concerned persistence and work satisfactions, were rejected at the .05 level of significance.

Hypothesis 1

The first hypothesis dealt with differences that might exist among the types of persons graduated in the selected years. A higher proportion of recent (1964) graduates than earlier graduates had enrolled tardily (in the 20- to 24-year-old age span) in a school of practical nursing, had taken some prior college work, had reported their current career goal to be nursing, would recommend a practical nursing course to a friend, and would select a practical nursing course again because they liked the program or its high standards. At the same time, of those who would prefer not to attend the same school again,

more belonged to the 1964 class. These graduates were most critical of their teachers, the program, and its rules and regulations. Also, the very recent graduates did not report as great a feeling of acceptance by patients or the community as did earlier ones--a reasonable finding in view of the recency of their entry to this field. In general, then, the hypothesis of there being no difference in the activities and attitudes of the three graduating classes had to be rejected.

Hypothesis 2

The second hypothesis concerned factors related to choice of this particular vocational field. Three of the four subhypotheses formulated were rejected at the .05 confidence level.

Subhypothesis 2A. Nearly two-thirds of the graduates indicated that they had first thought about nursing at an earlier age interval ("life stage") than when they made a definite decision to enroll in a school of practical nursing. This apparently suggests that vocational development is a process in which the individual moves from a generalized notion of a field to a focused choice of one aspect or level of a job.

Subhypothesis 2B. Factors related to entrance into an occupational field were studied. Nearly three-fourths of the graduates ranked "interest in the work and people" as their primary reason for entering practical nursing. The vast majority (96.2 per cent) had completed no more than a twelfth-grade education prior to enrolling in practical nursing. Personal observation or experience was the reported major influence (43.6 per cent) in career decision rather than parental or substitute role models.

Hypothesis 3

The third hypothesis dealt with persistence in and satisfactions with the nursing position. Approximately 600 graduates who were currently employed in practical nursing constituted the sample for subhypotheses 3A and 3B.

Subhypothesis 3A. Attrition (in the sense of persons not currently involved as LPNs) was systematically related to five variables by comparing responses of the drop-out and the persisting groups. A higher percentage of the attrition group were married, divorced, or separated and somewhat surprisingly, reported feeling "well accepted" by the community. Although both parts of the subhypothesis were rejected at the .05 level of significance, the latter was the reverse of what had been expected. There was no significant difference between the two groups on the state board examination scores (intelligence) or in the occupational level and schooling of parents (parental socioeconomic level). These do not seem to affect movement from the practical nursing field.

Subhypothesis 3B. Concerned with the relationship between job satisfaction and five work conditions, this was based on Super's view that such satisfaction depends on adequate outlets for abilities, interests, values, and personality traits. Graduates who planned to continue in their present job for the next two years (Satisfied-With-Job) reported greater satisfaction than others with their opportunities for advancement. But there was no significant difference in the proportions of Satisfied-With-Job and Not-Satisfied graduates concerning their attitudes toward salary, relations with other nursing groups on the staff, chances to gain experience, and opportunities to assume responsibility.

Subhypothesis 3C. Satisfaction with vocational choice was similarly explored, in this case through six null subhypotheses, all of which were accepted. Thus, no significant differences were discovered between graduates who would recommend a practical nursing course to a friend of similar interest and ability (Satisfied Group) and those who would advocate a program leading to an R.N. (Dissatisfied Group) in respect to amount of educational experience subsequent to high school, residence during most preadult years, and parents' occupational level and schooling.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The task of the present section is to draw together the findings just reported, to examine them, and to point up implications for nurse educators, employers, and persons interested in further research.

Conclusions

Six conclusions may be drawn from the findings:

1. The schools of practical nursing studied are currently enrolling students who differ in important respects from those in past years. More current graduates are enrolling after various educational experiences following high school graduation. Recent LPNs are more supportive of their vocational choice, more willing to praise their school's high standards, but also more critical of some aspects of its program.
2. Persons who select practical nursing make a relatively late decision to enter the field. These graduates had typically decided on practical nursing toward the completion of their high school education, as compared with professional nursing students who typically make their decision much earlier.[3]
3. LPNs seem to base their choice of practical nursing on personal interests. Family members and religious beliefs seem to play a relatively small role in such decision-making.
4. Persistence in the practical nursing field is more likely when the graduate is single or widowed or when she expresses feeling "fairly well accepted" by the community. Married women seem to leave practical nursing, not because they feel unaccepted by the community, but for pregnancy and family responsibilities.
5. Continuation in a specific practical nursing job is more likely when the individual has definite expectations of advancement. Even though advancement for LPNs is limited, they still desire opportunity for promotion.
6. LPNs' greatest vocational problem seems to be their rather ill-defined role. This includes lack of recognition of the LPN's contribution, lack of knowledge of her capabilities and limitations, and poor relationships with co-workers.

Implications

These conclusions have some important implications for high school counselors, faculties of schools of practical nursing, employers of LPNs, and hospital nursing service administrators.

High school counselors should be well informed about the one-year practical nursing program as well as programs leading to an R.N. so that they may encourage students to make a discriminating choice of programs. Individuals who might be capable of com-

pleting an associate degree or baccalaureate nursing program should be made aware of the limitations of the role of the LPN. Persons better suited to a program leading to an R.N. should also be informed about scholarships and other means of financial support.

Faculties of schools of practical nursing clearly need to evaluate their total program. Reforms in recruitment and selection of students, in length and content of clinical experience, and in teacher competency are definitely in order. Older women, whether single or married, who might profit from a practical nursing education and contribute mature judgment to the nursing field, are usually being overlooked in favor of young women, who may leave the field shortly for marriage and family responsibilities. Recruitment of culturally disadvantaged persons and of men also ought to be seriously undertaken.

In view of criticisms made by these graduates, practical nursing programs should be regularly evaluated. This might include personal characteristics, academic preparation, teaching competency of faculty members, and the appropriateness of both theory and clinical experience in the curriculum.

Employers also need to assess regularly what may be done to reduce the cost associated with high turnover of nursing personnel. According to the present findings, both job satisfaction and persistence in the practical nursing field will be increased if provision is made for appropriate diversification in duties performed, for some upward mobility on the job, and for greater recognition and reward for the services rendered. Nursing service administrators can likewise contribute to employee satisfaction with and persistence in the practical nursing field if the distribution of duties among all nursing personnel is in line with formal preparation.

Recommendations for Further Research

The present study was designed both to furnish basic information concerning practical nurses in Minnesota and to suggest guidelines for more intensive investigations. To the extent that practical nursing programs are improved and graduates' capabilities and educational preparation are more fully utilized, the licensed practical nurse may make an even greater contribution to the health care needs of the community. Findings from this study suggest several areas for further research.

1. A study of the reasons why more than 4 out of 10 graduates would advise a friend of similar ability and interests to enroll in a program leading to an R.N. rather than one in practical nursing. A study could be conducted using graduates of several schools of practical nursing in more than one selected year. Depth of response could be obtained by using interviews and an open-ended questionnaire. Graduates could also be invited in these informal ways to recommend changes in their work situation that might result in greater satisfaction with and persistence in the field.
2. A longitudinal study of practical nurses from time of enrollment in a school of practical nursing through the first 10 years or so of their service. Enrollees of a selected school of practical nursing might be followed through their one-year program and the next 9 years. Course achievement and other indices of school accomplishments could then be studied in relation to later job and vocational satisfaction. Such a study would not have to rely on recollection to such a great extent as the present one did.
3. A study of role perception as it affects the graduate's attitude toward recommending practical nursing to potential LPNs. Responses of LPNs currently

working in general hospitals, doctors' offices, and clinics in Minnesota might be compared concerning their practical nursing role as they perceive it. Such factors as age and length of experience could be controlled in order to test the variables (place of employment) separately. The findings might aid schools of practical nursing as they recruit students and employers as they attempt to encourage job persistence.

Although graduates of Minnesota schools of practical nursing chose their vocation for a variety of reasons, they report common concerns as they view the future. They desire a continuing improvement of their schools' educational programs, fuller recognition of their competencies by members of the health care team and the community in general, and the opportunity to function effectively in the role for which they were educated.

In conclusion, the findings of this study indicate that many areas need investigation if the field of practical nursing is to develop. Studies relating to the vocational choice and satisfactions of licensed practical nurses should contribute much to this goal, especially if findings from these are imaginatively utilized by nurse educators and employers.

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APPENDIX A. LETTER SEQUENCE

August 4, 1965

Dear Miss

As part of my work at the University of Minnesota, I am currently engaged in doing research for a dissertation which will complete requirements for a Doctor of Philosophy degree in Higher Education.

At this time I am attempting to collect data which will help in the construction of a questionnaire for a selected group of graduates from accredited schools of practical nursing. With the permission of my major adviser, Dr. Ruth Eckert, I would like to submit the questionnaire to the LPNs employed by your hospital in a pilot study. These LPNs are to be those who graduated from an accredited school of practical nursing in any year except 1955, 1960, or 1964. I would appreciate meeting with your LPN employees at any hour and place during the middle of September which might be convenient for you.

With the help of the information contributed by your employees, the final questionnaire will be presented to a group of selected graduates of accredited schools of practical nursing in Minnesota to determine their opinions regarding factors related to the vocational choice, preparation, and satisfactions of Licensed Practical Nurses.

May I ask for the kind cooperation of your institution and LPN employees in this study. A stamped, self-addressed envelope is enclosed for your convenience.

Sincerely,

(Mrs.) Eleanor Treece

November 8, 1965

Dear Miss

I wish to express my appreciation for the participation of some of your licensed practical nurses in my pilot study. They were most helpful as they completed the questionnaire that was submitted to them. I also want to thank you for arranging for my meeting with the participants. It made possible an improved instrument for the investigation into the vocational choice and satisfactions of licensed practical nurses.

After the study is completed, I trust that I will be able to share the results with you.

Sincerely,

(Mrs.) Eleanor Treece

October 20, 1965

Dear Sir:

The Surgeon General's Consultant Group on Nursing has estimated that 350,000 licensed practical nurses will be needed in 1970. To meet this goal there must be both an increase in the number of students entering schools of practical nursing and better retention in the field of persons so trained. Systematized studies of the "products" of schools of practical nursing ought to be made as one means of evaluating the vocation. The Minnesota Board of Nursing is interested in the study described below and has expressed its willingness to cooperate in whatever ways it can in obtaining the necessary information.

I am presently a doctoral candidate at the University of Minnesota working under the direction of Drs. Ruth E. Eckert and Cyril J. Hoyt. As a means of getting a much-needed study made of practical nursing, I wish to investigate factors related to the vocational choice, preparation, and satisfactions of licensed practical nurses. Factual information and opinions from persons so trained, whether or not they are currently working in this field, should provide clues that might aid in recruiting and preparing more licensed practical nurses and in holding them in the field.

Since your school was one of the twelve one-year accredited schools of practical nursing in Minnesota in 1955, the year selected as the starting point for this investigation, we are particularly anxious to include it in the present study. The latter has been planned to involve a minimum of clerical work for participating schools, and arrangements will be made to have this done if the following information cannot be readily secured.

1. Name and address (most up-to-date) of all graduates of the school of practical nursing in the years 1955, 1960, and 1964.

2. State Board score of each graduate in 1955, 1960, and 1964. If, for some reason, the State Board scores are not available, a written statement of release of individual scores by the Minnesota Board of Nursing will be needed.

3. Recent bulletin and/or literature describing the practical nursing program.

The questionnaire designed for this investigation will be mailed directly to all graduates of the participating schools of practical nursing in the selected years. Completing the blank will require between twenty and thirty minutes. Responses will be coded and analyzed by machine, with no identification made of individual respondents or schools.

Since we hope to launch the study soon, it will mean much to get your approval in the near future (by Nov. 1). Would you please send me the names and titles of those who should be notified concerning this study? A stamped, self-addressed envelope is provided for your convenience.

Thank you for giving this matter your attention.

Sincerely,

(Mrs.) Eleanor Treece

January 29, 1966

Dear Sir:

I wish to thank you for your cooperation and help in making the Vocational Choice and Satisfactions of Licensed Practical Nurses Study a state-wide project. I have completed mailing the questionnaires and the response to date has been very good.

The study should be completed sometime during the spring. At that time I will send you a copy of the summary and conclusions so that you and the school faculty may share in the findings.

I am enclosing a copy of the questionnaire for your file.

Sincerely,

(Mrs.) Eleanor Treece

Dear Graduate:

Your school of practical nursing is one of the twelve Minnesota schools that were invited to cooperate in a study of practical nursing. Officials and faculty of your school and the Minnesota Board of Nursing are supporting the research which is being conducted at the University of Minnesota.

As a graduate in 1955, 1960, or 1964, the years selected for this study, will you please complete the enclosed questionnaire - a task that will take less than thirty minutes? Since this is viewed as a very important study, we earnestly seek your cooperation. We need to get the requested information, whether or not you are still working in this field. Responses are being coded and analyzed by machine so that no individual will ever be identified.

Please return the questionnaire in the enclosed stamped, self-addressed envelope. Although two weeks has been set as a deadline for these responses, we hope that you will fill out and return this blank just as soon as you can.

Sincerely yours,

(Mrs.) Eleanor Treece, R.N.
Doctoral Candidate
University of Minnesota

Graduate School Sponsors: Dr. Ruth E. Eckert
Dr. Cyril J. Hoyt

APPENDIX B. COOPERATING INSTITUTIONS

Crookston School of Practical Nursing
Duluth School of Practical Nursing
Miller Hospital-Vocational School of Practical Nursing
Minneapolis Vocational School of Practical Nursing
New Ulm School of Practical Nursing
Red Wing School of Practical Nursing
Rochester School of Practical Nursing
St. Joseph's Hospital School of Practical Nursing
Thief River Falls School of Practical Nursing
University of Minnesota School of Nursing Program in Practical Nursing
Willmar Community College School of Practical Nursing
Winona School of Practical Nursing

APPENDIX C. STUDY INSTRUMENT AND FOLLOW-UP POSTAL CARD

VOCATIONAL CHOICE AND SATISFACTIONS OF LICENSED PRACTICAL NURSES

This questionnaire has been designed to find out how you came to enter practical nursing, the nature of your background and preparation, and something about your vocational goals, experiences, and present job. Please reply as honestly and promptly as you can. Your participation in this study will be useful in selecting and educating individuals for this vocation. 1-4 5 6

DIRECTIONS: Please place a check (✓) to indicate your choice of answer or fill in the requested information. Please respond to all items even though you are no longer employed in practical nursing. Do not write in the columns at the extreme right, which are reserved for IBM coding of the answers.

I. CHOICE OF CAREER

A. At what age did you first think of becoming a nurse? Please check one.

___ 1 Before 10
___ 2 Between 10 and 13
___ 3 At 14 or 15
___ 4 At 16 or 17
___ 5 Between 18 and 22
___ 6 Since 23 — 7

B. Encircle the age when you definitely decided to study practical nursing, using item A. — 8

C. What was your career goal, exclusive of homemaking, at each of the following points in your life? (Please specify, if possible, your precise goal, e.g., "private secretary in a large company," "airline stewardess," "patient care in a hospital," "private duty in a home," etc.)

During the 10th grade in high school? _____ — 9

When you graduated from high school? _____ — 10

When you graduated from your school of practical nursing? _____ — 11

At the present time? _____ — 12

D. Why did you decide on practical nursing as a career choice? Please rank the three most important reasons by writing 1, 2, and 3 on the blanks preceding the three most influential reasons. Use 1 for the most influential.

___ 1 General interest in that type of work
___ 2 Preparation for marriage and family
___ 3 Interest in and liking for people
___ 4 Family influence
___ 5 A woman's vocation
___ 6 Job security
___ 7 Religious beliefs
___ 8 Suitability to my academic background
___ 9 Wanted to care for sick people — 13
___ 0 Worthy use of life — 14
___ R One could be one's own boss — 15

E. Classify your decision to become a licensed practical nurse by checking one blank below.

___ 1 Due almost entirely to circumstances (unexpected)
___ 2 Largely the result of circumstance
___ 3 Some planning, some circumstantial effect
___ 4 Careful deliberation and planning — 16

F. Specify the one person or experience that most influenced your decision to become an LPN. Please check one.

___ 1 Father
___ 2 Mother
___ 3 Sister or brother
___ 4 Other relatives or friends
___ 5 High school teacher
___ 6 High school counselor
___ 7 School nurse
___ 8 Personal observation or experience
___ 9 Career Day Activities, Future Nurses Club
___ 0 TV, movies, comics, radio, books, pamphlets — 17

II. PREPARATION FOR PRACTICAL NURSING

A. What was the highest grade you completed before starting the practical nursing course? Please check one.

___ 1 Grammar school
___ 2 9th grade
___ 3 10th grade
___ 4 11th grade
___ 5 12th grade
___ 6 Some nursing school work
___ 7 Some college work(not in nursing) — 18

B. Please provide the information requested below concerning any formal schooling you have had since high school. List in chronological order, beginning with the first such experience, all educational institutions attended, including your practical nursing program.

Name and location of Educational Institution	Number of Months Attended	Year Graduated	
			19
			20
			21
			22

C. Did you hold a full-time or part-time job in an occupational field related to practical nursing prior to enrolling in a school of practical nursing? Yes___ No___ 23
If yes, please specify job(s) _____

III. EXPERIENCE AND GOALS

A. How long have you worked as an LPN? Please check one.

___ 1 Less than three months
___ 2 Three to six months
___ 3 Seven to eleven months
___ 4 One to two years
___ 5 Two to three years
___ 6 Three to four years
___ 7 Four to six years
___ 8 Six to eight years
___ 9 Over eight years
24

B. If you have ever been inactive since becoming an LPN, what was the reason for this? Check all that apply.

___ 1 Employed in another occupation
___ 2 Student
___ 3 Personal illness or disability
___ 4 Failed licensing examination
___ 5 Needed at home by parents or family
___ 6 Pregnant
___ 7 Husband's disapproval
___ 8 Work opportunities undesirable
___ 9 Awaiting licensing in another state
___ 0 Other, please specify_____
25

C. If you have ever worked in another occupation since taking your LPN training, what was your reason for this? Please check all that apply.

___ 1 Better salary
___ 2 Better working hours
___ 3 Place of employment nearer home
___ 4 Lack of confidence
___ 5 Assisting husband in business
___ 6 Not enough LPN work available
___ 7 Not permitted to perform duties for which trained
___ 8 Expected to perform duties for which an LPN is not prepared
___ 9 Other, please specify_____
26

D. Are you currently employed in practical nursing (either full- or part-time)? Yes___ No___ 27

E. Indicate your plans for the next two years by checking the appropriate response. Please check only one reply.

___ 1 Stay in my present job
___ 2 Take a similar job with another employer
___ 3 Leave this employer for another type of position in practical nursing
___ 4 Leave the practical nursing field for a non-nursing job
___ 5 Leave this employer to assume/resume family responsibilities
___ 6 Re-enter the practical nursing field
___ 7 Enroll or complete college or school for an RN position
___ 8 Complete education for a non-nursing position
___ 9 Leave my present working situation without definite plans for the immediate future
___ 0 Have no definite plans
___ R Other plans, please specify _____
28

IV. EVALUATION OF PRACTICAL NURSING PROGRAM

A. If a friend of similar interest and ability indicated interest in becoming a nurse, what would you advise her to do? Please check one.

___ 1 Apply to your practical nursing school
___ 2 Apply to another program in practical nursing
___ 3 Apply to a two-year Associate Degree program for registered nurses — 29
___ 4 Apply to a three-year hospital diploma for registered nurses
___ 5 Apply to a four-year collegiate nursing program

B. Which of the following would most influence your recommendation? Please check one.

___ 1 Cost of preparation
___ 2 Satisfactions gained in practical nursing
___ 3 Difference in duties of the RN and LPN
___ 4 Difference in responsibilities of the RN and LPN
___ 5 Difference in types of job opportunities between the RN and LPN
___ 6 Difference in opportunity for advancement
___ 7 A broader type of education than the LPN course
___ 8 High standards of the practical nursing school
___ 9 Other, please specify _____ — 30

C. What reason would most influence your decision to attend the same school again? Please check one.

___ 1 I liked the teachers
___ 2 I liked the school program
___ 3 The school was conveniently located
___ 4 I could afford it
___ 5 I would not attend this school again — 31
___ 6 Other, please specify _____

D. What reason would most influence your decision <u>not</u> to attend the same school again? Please check one.

___ 1 I disliked some teachers
___ 2 I disliked the school program
___ 3 The school was inconveniently located
___ 4 The cost of the course was too high
___ 5 I disagreed with the rules and regulations
___ 6 I disagreed with the emphasis placed on theory
___ 7 I didn't care for some of the affiliating institutions
___ 8 No reason for not attending the same school again
___ 9 Other, please specify _____ — 32

E. What changes would you suggest to improve practical nurse training as you experienced it? Please check <u>all</u> that apply in your particular case.

___ 1 Provide more classroom equipment
___ 2 Provide more nurse instructors
___ 3 Improve methods of classroom teaching
___ 4 Increase time for theoretical courses. Which? _____
___ 5 Decrease time for theoretical courses. Which? _____
___ 6 Increase time for clinical experience. Which? _____ — 33
___ 7 Decrease time for clinical experience. Which? _____
___ 8 Provide closer supervision of procedures
___ 9 Lengthen course
___ 0 No change
___ R Other, please specify _____

V. EVALUATION OF VOCATION

A. What are/were the <u>main</u> satisfactions your nursing vocation has provided? Please rank the <u>three</u> most important choices by writing 1, 2, and 3 on the blanks preceding the greatest satisfactions. Use 1 for the greatest satisfaction.

___ 1 Interesting and challenging work
___ 2 Intelligence required
___ 3 Scarcity of personnel who can do the work
___ 4 Need for originality and initiative
___ 5 Having an influence on others
___ 6 Education or training required
___ 7 Security
___ 8 Honorable and morally good work — 34
___ 9 Service to humanity — 35
___ 0 Dealing more with people than with things — 36
___ R Flexible working hours

B.-F. As a Licensed Practical Nurse, to what extent do you feel that you are/were accepted by the following? Please check one column for each of the following items.

Feeling of Acceptance	Well Accepted	Fairly Well Accepted	Not Accepted	Not Understood	
B. By doctors					37
C. By registered nurses					38
D. By nurse aides/orderlies					39
E. By patients					40
F. By people of the community					

G. What is/was your greatest problem as an LPN? Please check one.

___ 1 Lack of recognition of LPN's contribution
___ 2 Lack of knowledge of LPN's capabilities and limitations
___ 3 Poor relationships with co-workers
___ 4 Poor working conditions (hours, wages, work load, lack of advancement)
___ 5 Inadequate preparation
___ 6 Low status — 41
___ 7 No problem
___ 8 Other, please specify _____

VI. EVALUATION OF PRESENT NURSING JOB

Those who hold non-nursing jobs or who are not working should go directly to Section VII.

A.-R. How well satisfied are you with your present work conditions? Check (✓) one of the four columns for each of the following items.

	A Very satisfied	B Satisfied	C Dissatisfied	D Very dissat.	
A. Length of the work week					42
B. Scheduling of hours					43
C. Salary					44
D. Relations with nursing administrators					45
E. Relations with other nursing groups on the staff					46
F. Communications					47
G. Amount of supervision provided					48
H. Amount of work expected					49
I. Supplies and equipment to perform job					50
J. Place and equipment for use of employees during rest periods					51
K. Distribution of duties among RNs, LPNs, and nurse aides/orderlies					52
L. Cooperation among employees					53
M. Immediate supervisor's attitude					54
N. Job security					55
O. Opportunities to learn (inservice education)					56
P. Opportunities to gain experience					57
Q. Opportunities to assume responsibility					58
R. Opportunity for advancement					59

S. What are the main satisfactions your present job provides? Please rank the three most important satisfactions by writing 1, 2, and 3 on the blanks preceding the three greatest satisfactions. Use 1 for the greatest satisfaction.

___ 1 Policies – excellent salary, security, retirement
___ 2 Relationships – experience with staff, and patients
___ 3 Engaged in type of nursing preferred
___ 4 Location – nearness of job to home
___ 5 Education and experience provided
___ 6 Assigned according to preparation
___ 7 Doing for others–feeling needed — 60
___ 8 Promotional possibilities — 61
___ 9 Being respected — 62
___ 0 Other, please specify _____

VII. PERSONAL INFORMATION

A. Where were you born?

___ [1] Minnesota ___ [2] Other state, specify_____ ___ [3] Foreign country, specify_____ ___ [63]

B. Where did you spend most of your pre-adult years? (Age 5-17) Please check one.

___ [1] Farm
___ [2] Village
___ [3] Small town (2500 to 10,000 and over 15 miles from nearest large city)
___ [4] Suburb (outside city limits but within 15 miles of large city)
___ [5] Small city (10,000 to 50,000) ___ [64]
___ [6] Medium-sized city (50,000 to 100,000)
___ [7] Large city (100,000 or more)

C. Please encircle your present legal residence, using item B. ___ [65]

D. At what age did you enroll in your practical nursing program? Please check.

___ [1] 17-19 years ___ [3] 25-29 years ___ [5] 35-39 years ___ [7] 45-49 years ___ [9] 55 years or over ___ [66]
___ [2] 20-24 years ___ [4] 30-34 years ___ [6] 40-44 years ___ [8] 50-54 years

E. What was your marital status when you enrolled in this program? Please check.

___ [1] Married ___ [3] Widowed
___ [2] Single (if member of religious order, please check___) ___ [4] Divorced or separated ___ [67]

F. Please encircle your current marital status, using item E. ___ [68]

G. Parents' Occupations: Father _____ ___ [69]
Mother (in addition to housewife) _____ ___ [70]

H. What was the highest grade attained by your parents? Please check one for each parent.

Father	Mother	
___ [1]	___ [1]	Some grade school, with or without business or vocational training
___ [2]	___ [2]	Grade school education
___ [3]	___ [3]	Some high school
___ [4]	___ [4]	Some high school, plus business or vocational training
___ [5]	___ [5]	High school diploma
___ [6]	___ [6]	High school diploma, plus business or vocational training
___ [7]	___ [7]	Some college
___ [8]	___ [8]	Some college, plus business or vocational training
___ [9]	___ [9]	College degree
___ [0]	___ [0]	College degree, plus additional schooling
___ [R]	___ [R]	Don't know

___ [71]
___ [72]

Please page through this blank to be sure that you have answered all questions. The completed form may be returned in the attached self-addressed stamped envelope, to: Mrs. Eleanor Treece
1809 E. 41st Street
Minneapolis, Minnesota 55407

THANK YOU

FOLLOW-UP DOUBLE POSTAL CARD

Dear :

According to my records, I did not receive a questionnaire from you regarding practical nursing. I still hope to receive yours by February 20. In the meantime, please check the appropriate answers on the attached card and mail it at your earliest convenience. Thank you.

Please check all appropriate answers.

___I did not receive a questionnaire on practical nursing.
___The questionnaire was received and returned.
___The questionnaire was received but not returned.

___I am currently employed as an LPN.
___I am currently employed in another field.
___I am not employed at present.

Comments:

APPENDIX D. TABLES

TABLE D1. -GRADUATES' PLACE OF BIRTH - CLASSIFIED BY YEAR OF GRADUATION

Birth Place	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Minnesota	206	82.4	279	78.6	311	78.7	796	79.6
Other State	41	16.4	74	20.8	79	20.0	194	19.4
Foreign Country	3	1.2	2	.6	4	1.0	9	.9
No reply	0	0.0	0	0.0	1	.2	1	.1
Total	250	100.0	355	100.0	395	99.9	1000	100.0

TABLE D2.-GRADUATES' RESIDENCE DURING MOST OF PRE-ADULT YEARS - CLASSIFIED BY YEAR OF GRADUATION

Residence	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Farm	93	37.2	136	38.3	139	35.2	368	36.8
Village	35	14.0	48	13.5	50	12.6	133	13.3
Small town (2500-10,000 & over 15 miles from nearest large city)	41	16.4	61	17.2	41	10.4	143	14.3
Suburb (outside city limits but within 15 miles of large city)	11	4.4	11	3.1	24	6.1	46	4.6
Small city (10,000-50,000)	27	10.8	32	9.0	48	12.2	107	10.7
Medium-sized city (50,000-100,000)	8	3.2	16	4.5	22	5.6	46	4.6
Large city (100,000 or more)	35	14.0	51	14.4	70	17.7	156	15.6
No reply	0	0.0	0	0.0	1	.2	1	.1
Total	250	100.0	355	100.0	395	100.0	1000	100.0

TABLE D3.-HIGHEST GRADE ATTAINED BY GRADUATES' PARENTS - CLASSIFIED BY YEAR OF GRADUATION

Grade Level	Year of Graduation: 1955 Father No.	1955 Father %	1955 Mother No.	1955 Mother %	1960 Father No.	1960 Father %	1960 Mother No.	1960 Mother %	1964 Father No.	1964 Father %	1964 Mother No.	1964 Mother %	Total Father No.	Total Father %	Total Mother No.	Total Mother %
Some grade school with or without bus. or voc. trng.	43	17.2	22	8.8	34	9.6	16	4.5	24	6.1	13	3.3	101	10.1	51	5.1
Grade school education	94	37.6	86	34.4	122	34.3	115	32.3	116	29.4	78	19.8	332	33.2	279	27.9
Some high school	27	10.8	43	17.2	60	16.8	50	14.0	78	19.8	73	18.5	165	16.5	166	16.6
Some high school, plus bus. or voc. trng.	8	3.2	9	3.6	19	5.3	12	3.4	18	4.6	11	2.8	45	4.5	32	3.2
High school diploma	26	10.4	37	14.8	50	14.0	80	22.5	71	18.0	108	27.4	147	14.7	225	22.5
High school diploma plus bus. or voc.*	19	7.6	17	6.8	25	7.0	37	10.4	33	8.4	48	12.2	77	7.7	102	10.2
Some college	5	2.0	10	4.0	12	3.4	15	4.2	16	4.1	20	5.1	33	3.3	45	4.5
Some college, plus bus. or voc. trng.	5	2.0	2	.8	9	2.5	11	3.1	11	2.5	13	3.3	25	2.5	26	2.6
College degree	2	.8	13	5.2	7	2.0	13	3.6	11	2.8	23	5.8	20	2.0	49	4.9
College degree, plus additional schooling	4	1.6	3	1.2	8	2.2	2	.6	13	3.6	6	1.5	25	2.5	11	1.1
Don't know	16	6.4	7	2.8	9	2.5	5	1.4	3	.8	1	.2	28	2.8	13	1.3
No reply	1	.4	1	.4	1	.3	0	0.0	0	0.0	0	0.0	2	.2	1	.1
Total	250	100.0		100.0	356	99.9	352	100.0	394	100.1	394	99.9	1000	100.0	1000	100.0

*Includes graduates from RN diploma programs.

TABLE D4.-OCCUPATIONAL LEVEL OF GRADUATES' PARENTS - CLASSIFIED BY YEAR OF GRADUATION

Occupation	Year of Graduation 1955 Father No.	%	1955 Mother No.	%	1960 Father No.	%	1960 Mother No.	%	1964 Father No.	%	1964 Mother No.	%	Total Father No.	%	Total Mother No.	%
Non-professional	200	80.0	76	30.4	307	86.5	124	34.9	347	88.1	150	38.1	854	85.5	350	35.0
Professional, Semi-professional	8	3.2	25	10.0	7	2.0	29	8.2	17	4.3	36	9.1	32	3.2	90	9.0
At home only	0	0.0	77	30.8	0	0.0	117	33.0	0	0.0	132	33.5	0	0.0	326	32.6
Unemployed, Retired Ill	11	4.4	4	1.6	7	2.0	0	0.0	9	2.3	0	0.0	27	2.7	4	.4
No reply	7	2.8	58	23.2	4	1.1	76	21.4	3	.8	70	17.8	14	1.4	204	20.4
Deceased	23	9.2	10	4.0	27	7.6	8	2.2	18	4.6	5	1.3	68	6.8	23	2.3
Don't know	1	.4	0	0.0	3	.8	1	.3	0	0.0	1	.2	4	.4	2	.2
Total	250	100.0	250	100.0	355	100.0	355	100.0	394	100.1	394	100.0	999	100.0	999	99.9

TABLE D5.-EACH TYPE OF EDUCATIONAL EXPERIENCE REPORTED BY GRADUATES - CLASSIFIED BY YEAR OF GRADUATION

Type of Institution Attended	Year of Graduation 1955 N=250		1960 N=355		1964 N=395		Total N=1000	
	No.	Per cent[a]	No.	Per cent[a]	No.	Per cent[a]	No.	Per cent[a]
Nursing								
PN only	233	93.2	327	92.1	377	95.4	937	93.7
PN + post-grad course	8	3.2	10	2.8	3	.7	21	2.1
PN & some RN courses	6	2.4	15	4.2	11	2.7	32	3.2
PN + RN graduate	2	.8	1	.2	1	.2	4	.4
Business & Vocational								
Some other bus./vocational trng.	10	4.0	17	4.7	9	2.2	36	3.6
Two different types voc./ business trng.	3	1.2	0	0.0	1	.2	4	.4
Grad.voc./bus. trng.	0	0.0	3	.8	3	.7	6	.6
Bible Col. or Jr. Col.								
Some Junior college	4	1.6	5	1.4	7	1.7	16	1.6
Some Bible college	2	.8	2	.5	9	2.2	13	1.3
Graduate Bible college	1	.4	0	0.0	2	.5	3	.3
Graduate Junior college (incl.General col.,U.ofM.)	1	.4	2	.5	4	1.0	7	.7
Liberal Arts,University								
Some liberal arts col. or University (CLA, SLA, Gen'l college)	27	10.8	61	17.1	86	22.2*	174	17.4
Grad. LA col. or Univ.	1	.4	0	0.0	2	.5	4	.4
Total	198		443		515		1257	

[a]Graduates' academic experiences overlap; per cent not meaningful.

TABLE D6.-GRADUATES' LEVEL OF EDUCATION PRIOR TO ENROLLING IN PRACTICAL NURSING - CLASSIFIED BY YEAR OF GRADUATION

Highest Grade Completed	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Grammar School	5	2.0	4	1.1	2	0.5	11	1.1
9th Grade	5	2.0	1	0.3	0	0.0	6	0.6
10th Grade	6	2.4	1	0.3	4	1.0	11	1.1
11th Grade	3	1.2	3	0.8	4	1.0	10	1.0
12th Grade	202	80.8	285	80.3	280	70.9	767	76.7
Some Nursing School Work	9	3.6	23	6.5	16	4.0	48	4.8
Some College Work (Not in Nursing)	20	8.0	35	9.8	87	22.0	142	14.2
Don't Remember	0	0.0	1	0.3	1	0.2	2	0.2
No Response	0	0.0	2	0.6	1	0.2	3	0.3
Total	250	100.0	355	100.0	395	99.8	1000	100.0

TABLE D7.-GRADUATES' AGE AT TIME OF ENROLLMENT IN PRACTICAL NURSING - CLASSIFIED BY YEAR OF GRADUATION

Age	Year of Graduation 1955 N=250 No.	Per cent	1960 N=355 No.	Per cent	1964 N=395 No.	Per cent	Total N=1000 No.	Per cent
17-19 yrs	181	72.4	294	82.8	293	74.2	768	76.8
20-24	34	13.6	38	10.7	83	21.0	155	15.5
25-29	7	2.8	5	1.4	4	1.0	16	1.6
30-34	2	.8	3	.8	5	1.3	10	1.0
35-39	7	2.8	3	.8	2	.5	12	1.2
40-44	8	3.2	5	1.4	2	.5	15	1.5
45-49	5	2.0	4	1.1	4	1.0	13	1.3
50-54	4	1.6	3	.8	0	0.0	7	.7
55 and over	1	.4	0	0.0	0	0.0	1	.1
No reply	1	.4	0	0.0	2	.5	3	.3
Total	250	100.0	355	99.8	395	100.0	1000	100.0

TABLE D8.-GRADUATES' CURRENT MARITAL STATUS - CLASSIFIED BY YEAR OF GRADUATION

Marital Status	Year of Graduation 1955		1960		1964		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Married	213	85.2	299	84.2	178	45.1	690	69.0
Single	21	8.4	42	11.8	213	53.9	276	27.6
Widowed	9	3.6	5	1.4	0	0.0	14	1.4
Divorced or separated	6	2.4	9	2.5	3	.8	18	1.8
No reply	1	.4	0	0.0	1	.2	2	.2
Total	250	100.0	355	99.9	395	100.0	1000	100.0

TABLE D9.-GRADUATES' PRESENT LEGAL RESIDENCE - CLASSIFIED BY YEAR OF GRADUATION

	Year of Graduation							
	1955		1960		1964		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Farm	41	16.4	49	13.8	28	7.1	118	11.8
Village	19	7.6	26	7.3	29	7.3	74	7.4
Small town (2500-10,000 & over 15 miles from nearest large city)	39	15.6	44	12.4	35	8.9	118	11.8
Suburb (outside city limits but within 15 miles of large city)	32	12.8	44	12.4	23	5.8	99	9.9
Small city (10,000-50,000)	37	14.8	44	12.4	74	18.7	155	15.5
Medium-sized city (50,000-100,000)	27	10.8	45	12.9	60	15.2	132	13.2
Large city (100,000 or more)	54	21.6	102	28.7	144	36.4	300	30.0
No reply	1	.4	1	.3	2	.5	4	.4
Total	250	100.0	355	100.2	395	99.9	1000	100.0

TABLE D10.-AGES OF GRADUATES AT FIRST CONSIDERATION OF NURSING - CLASSIFIED BY YEAR OF GRADUATION

Age	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Before 10	31	12.4	72	20.3	71	18.0	174	17.4
Between 10 and 13	41	16.4	54	15.2	52	13.2	147	14.7
At 14 or 15	38	15.2	56	15.8	67	17.0	161	16.1
At 16 or 17	88	35.2	116	32.7	119	30.1	323	32.3
Between 18 and 22	34	13.6	51	14.4	79	20.0	164	16.4
Since 23	16	6.4	6	1.7	5	1.3	27	2.7
No response	2	.8	0	0.0	2	.5	4	.4
Total	250	100.0	355	100.1	395	100.1	1000	100.0

TABLE D11.-AGES OF GRADUATES AT DECISION TO STUDY PRACTICAL NURSING - CLASSIFIED BY YEAR OF GRADUATION

Age	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Before 10	0	0.0	3	.8	2	.5	5	.5
Between 10 and 13	5	2.0	6	1.7	4	1.0	15	1.5
At 14 or 15	5	2.0	11	3.1	12	3.0	28	2.8
At 16 or 17	99	39.6	164	46.2	159	40.3	422	42.2
Between 18 and 22	100	40.0	136	38.3	186	47.1	422	42.2
Since 23	32	12.8	28	7.9	22	5.6	82	8.2
No response	9	3.6	7	1.9	10	2.5	26	2.6
Total	250	100.0	355	99.9	395	100.0	1000	100.0

TABLE D12.-GRADUATES' CAREER GOAL DURING TENTH GRADE IN HIGH SCHOOL - CLASSIFIED BY YEAR OF GRADUATION

Career Goal	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Nursing (RN or PN)	83	33.2	144	40.6	136	34.4	363	36.3
Peripheral field	24	9.6	34	9.6	40	10.1	98	9.8
Non-nursing	69	27.6	115	32.4	156	39.5	340	34.0
Homemaker	0	0.0	1	.3	3	.8	4	.4
Undecided	31	12.4	31	8.7	37	9.4	99	9.9
Any job	2	.8	0	0.0	1	.2	3	.3
None	15	6.0	14	3.9	8	2.0	37	3.7
Don't recall	2	.8	0	0.0	4	1.0	6	.6
Did not attend/grad.	9	3.6	4	1.1	2	.5	15	1.5
No response	15	6.0	12	3.4	8	2.0	35	3.5
Total	250	100.0	355	100.0	395	99.9	1000	100.0

TABLE D13.-GRADUATES' CAREER GOAL AT GRADUATION FROM HIGH SCHOOL - CLASSIFIED BY YEAR OF GRADUATION

Career Goal	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Nursing (RN or PN)	181	72.4	266	74.9	279	70.6	726	72.6
Peripheral field	6	2.4	22	6.2	15	3.8	43	4.3
Non-nursing	30	12.0	43	12.1	81	20.5	154	15.4
Homemaker	0	0.0	1	.3	1	.2	2	.2
Undecided	10	4.0	8	3.2	12	3.0	30	3.0
Any job	2	.8	1	.3	0	0.0	3	.3
None/Retire	0	0.0	2	.6	1	.2	3	.3
Did not graduate	13	5.2	5	1.4	2	.5	20	2.0
No response	8	3.2	7	2.0	4	1.0	19	1.9
Total	250	100.0	355	100.0	395	99.8	1000	100.0

TABLE D14.-GRADUATES' CAREER GOAL AT GRADUATION FROM PRACTICAL NURSING SCHOOL CLASSIFIED BY YEAR OF GRADUATION

Career Goal	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Nursing (RN or PN)	230	92.0	333	93.8	369	93.4	932	93.2
Peripheral field	6	2.4	5	1.4	8	2.0	19	1.9
Non-nursing	4	1.6	6	1.7	11	2.8	21	2.1
Homemaker	1	.4	1	.3	4	1.0	6	.6
Undecided	0	0.0	3	.8	0	0.0	3	.3
Any job	1	.4	0	0.0	0	0.0	1	.1
None	1	.4	0	0.0	0	0.0	1	.1
No response	7	2.8	7	2.0	3	.8	17	1.7
Total	250	100.0	355	100.0	395	100.0	1000	100.0

TABLE 15.-GRADUATES' CURRENT CAREER GOAL - CLASSIFIED BY YEAR OF GRADUATION

Career Goal	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Nursing (RN or PN)	159	63.6	266	74.9	311	78.7	736	73.6
Peripheral field	5	2.0	1	.3	8	2.0	14	1.4
Non-nursing	15	6.0	22	6.2	23	5.8	60	6.0
Homemaker	40	16.0	41	11.5	19	4.8	100	10.0
Undecided	4	1.6	6	1.7	25	6.3	35	3.5
None-retire	12	4.8	10	2.8	2	.5	24	2.4
No response	15	6.0	9	2.5	7	1.8	31	3.1
Total	250	100.0	355	99.9	395	99.9	1000	100.0

TABLE D16.-GRADUATES' REASONS FOR DECIDING ON PRACTICAL NURSING - CLASSIFIED BY YEAR OF GRADUATION

	Year of Graduation																	
	1955 N=250						1960 N=355						1964 N=395					
	1		2		3		1		2		3		1		2		3	
Reason	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
General Interest in type of work	97	38.8	39	15.6	29	11.6	121	34.1	67	18.9	38	10.7	111	28.1	84	21.3	53	13.4
Prep. for marriage & fam.	7	2.8	23	9.2	22	8.8	4	1.1	23	6.5	53	14.9	10	2.5	35	8.9	76	19.2
Interest in & liking for people	31	12.4	73	29.2	38	15.2	66	18.6	101	28.4	64	18.0	126	31.9	110	27.8	47	11.9
Fam.influence	5	2.0	4	1.6	11	4.4	12	3.4	13	3.7	14	3.9	12	3.0	12	3.0	14	3.5
A woman's vocation	8	3.2	5	2.0	8	3.2	2	.6	4	1.1	4	1.1	2	.5	4	1.0	4	1.0
Job security	18	7.2	19	7.6	48	19.2	22	6.2	31	8.7	61	17.2	9	2.3	29	7.3	72	18.2
Religious beliefs	2	.8	1	.4	0	0.0	5	1.4	4	1.1	3	.8	4	1.0	4	1.0	1	.2
Suitability to academic background	11	4.4	5	2.0	15	6.0	10	2.8	14	3.9	19	5.4	4	1.0	10	2.5	11	2.8
Wanted to care for sick people	39	15.6	47	18.8	30	12.0	68	19.2	57	16.0	32	9.0	65	16.4	57	14.4	51	12.9

(continued)

TABLE D16.-continued.

	Year of Graduation																	
	1955 N=250						1960 N=355						1964 N=395					
	1		2		3		1		2		3		1		2		3	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Worthy use of life	27	10.8	28	11.2	43	17.2	34	9.6	29	8.2	55	15.5	46	11.6	44	11.1	60	15.2
Could be own boss	0	0.0	0	0.0	0	0.0	1	.3	1	.3	1	.3	0	0.0	0	0.0	0	0.0
No response	5	2.0	6	2.4	6	2.4	10	2.8	11	3.1	11	3.1	6	1.5	6	1.5	6	1.5
Total		100.0		100.0		100.0		100.1		99.9		99.9		99.8		99.8		99.8

TABLE D17.-IMPORTANCE OF CIRCUMSTANCES ON DECISION TO BECOME AN LPN - CLASSIFIED BY YEAR OF GRADUATION

Decision Classified	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Due almost entirely to circumstances (unexpected)	30	12.0	27	7.6	30	7.6	87	8.7
Largely the result of circumstances	30	12.0	38	10.7	45	11.4	113	11.3
Some planning, some circumstantial effect	124	49.6	168	47.3	199	50.5	491	49.1
Careful deliberation and planning	61	24.4	115	32.4	112	28.4	288	28.8
No response	5	2.0	7	2.0	8	2.0	20	2.0
Total	250	100.0	355	100.0	394	99.9	999	99.9

TABLE D.18-SOURCE OF INFLUENCE ON DECISION TO BECOME AN LPN - CLASSIFIED BY YEAR OF GRADUATION

Source of Influence	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Father	7	2.8	11	3.1	14	3.5	32	3.2
Mother	33	13.2	55	15.5	51	12.9	139	13.9
Sister or brother	15	6.0	19	5.4	17	4.3	51	5.1
Other relatives or friends	50	20.0	80	22.5	74	18.7	204	20.4
High school teacher	6	2.4	9	2.5	4	1.0	19	1.9
High school counselor	11	4.4	11	3.1	31	7.8	53	5.3
School nurse	4	1.6	2	.6	7	1.8	13	1.3
Personal observation or experience	105	42.0	153	43.1	178	45.1	436	43.6
Career day activities, future nurses' club	12	4.8	9	2.5	12	3.0	33	3.3
TV,movies,comics, radio, books, pamphlets	7	2.8	4	1.1	6	1.5	17	1.7
No response	0	0.0	2	.6	1	.2	3	.3
Total	250	100.0	355	100.0	395	99.8	1000	100.0

TABLE D19.-GRADUATES HAVING WORK EXPERIENCE IN RELATED OCCUPATIONAL FIELD PRIOR TO ENROLLMENT - CLASSIFIED BY YEAR OF GRADUATION

Work Experience	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Yes	76	30.4	127	35.8	133	33.8	336	33.6
No	170	68.0	210	59.2	245	62.2	625	62.6
No response	4	1.6	18	5.1	16	4.1	38	3.8
Total	250	100.0	355	100.1	394	100.1	999	100.0

TABLE D20.-LENGTH OF WORK EXPERIENCE AS LPN - CLASSIFIED BY YEAR OF GRADUATION

Length of Work Experience	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Less than three months	3	1.2	9	2.5	8	2.0	20	2.0
Three to six months	3	1.2	8	2.2	6	1.5	17	1.7
Seven to eleven months	9	3.6	17	4.8	27	6.8	53	5.3
One to two years	28	11.2	36	10.1	338	85.6	402	40.2
Two to three years	26	10.4	42	11.8	13	3.3	81	8.1
Three to four years	26	10.4	60	16.9	0	0.0	86	8.6
Four to six years	44	17.6	76	49.6	0	0.0	220	22.0
Six to eight years	27	10.8	4	1.1	0	0.0	31	3.1
Over eight years	83	33.2	0	0.0	0	0.0	83	8.3
No response	1	0.4	3	0.8	3	0.8	7	0.7
Total	250	100.0	355	99.8	395	100.0	1000	100.0

TABLE D21.-GRADUATES' REASONS FOR INACTIVITY SINCE BECOMING AN LPN

Reasons for Inactivity	Graduates N=632 No.	Per cent
Pregnant	420	38.9
Needed at home by parents or family	200	18.5
Husband's disapproval	101	9.4
Other	95	8.8
Employed in another occupation	82	7.6
Work opportunities undesirable	77	7.1
Personal illness or disability	49	4.5
Awaiting licensing in another state	32	3.0
Student	23	2.1
Total	1079	100.0

Note: Graduates were to check all reasons that applied.

TABLE D22.-GRADUATES' REASONS FOR WORKING IN ANOTHER OCCUPATION

Reasons for Working in Another Occupation	Graduates N=155 No.	Per cent
Better working hours	77	30.7
Better salary	53	21.1
Place of employment nearer home	29	11.5
Other	29	11.5
Assisting husband in business	23	9.2
Not permitted to perform duties for which trained	15	6.0
Expected to perform duties for which an LPN is not prepared	13	5.2
Not enough LPN work available	11	4.4
Lack of confidence	1	0.4
Total	251	100.0

Note: Graduates were to check all reasons that applied.

TABLE D23.-GRADUATES' PLANS FOR THE NEXT TWO YEARS - CLASSIFIED BY YEAR OF GRADUATION

Plans	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Stay in present job (Nsg)	77	30.8	95	26.7	128	32.5	300	30.0
Take similar job, another employer	1	0.4	10	2.8	21	5.3	32	3.2
Leave employer for another type practical nursing job	0	0.0	3	0.8	31	7.9	34	3.4
Leave practical nursing field for non-nursing job	1	0.4	1	0.3	6	1.5	8	0.8
Leave employer to assume/ resume family responsibilities	8	3.2	34	9.6	41	10.4	83	8.3
Re-enter practical nursing field	21	8.4	32	9.0	18	4.6	71	7.1
Enroll/complete education for RN position	4	1.6	8	2.2	18	4.6	30	3.0
Complete education for non-nursing position	1	0.4	9	2.5	11	2.8	21	2.1
Leave present work situation without definite plans for immediate future	2	0.8	6	1.7	10	2.5	18	1.8
No definite plans	74	29.6	79	22.2	75	19.0	228	22.8
Other	58	23.2	76	21.3	33	8.4	167	16.7
No response	3	1.2	3	0.8	2	0.5	8	0.8
Total	250	100.0	356	99.9	394	100.0	1000	100.0

TABLE D24.-GRADUATES' POSSIBLE RECOMMENDATION TO FRIEND CONCERNING NURSING - CLASSIFIED BY YEAR OF GRADUATION

Advice to Friend	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Apply to your practical nursing school	112	44.8	184	51.8	231	58.6	527	52.8
Apply to another program in practical nursing	10	4.0	8	2.2	28	7.1	46	4.6
Apply to a two-year associate degree program for RNs	24	19.6	39	11.0	40	10.2	103	10.3
Apply to a three-year hospital program for RNs	66	26.4	81	22.8	43	10.9	190	19.0
Apply to a four-year collegiate nursing program	34	13.6	43	12.1	48	12.2	125	12.5
Would not give any advice	2	0.8	0	0.0	3	0.8	5	0.5
No reply	2	0.8	0	0.0	1	0.2	3	0.3
Total	250	100.0	355	99.9	394	100.0	999	100.0

TABLE D25.-GRADUATES' DEGREE OF SATISFACTION WITH PRESENT PRACTICAL NURSING WORK CONDITIONS - CLASSIFIED BY YEAR OF GRADUATION

Work Condition	Total	Degree of Satisfaction: Very Satisfied No.	Very Satisfied Per cent	Satisfied No.	Satisfied Per cent	Dissatisfied No.	Dissatisfied Per cent	Very Dissatisfied No.	Very Dissatisfied Per cent	Year
Length of work week	96	52	54.2	39	40.6	5	5.2	0	0.0	1955
	170	84	49.4	78	45.9	8	4.7	0	0.0	1960
	335	171	51.0	146	43.6	16	4.8	2	.6	1964
Scheduling of Hours	96	49	51.0	42	43.8	4	4.2	1	1.0	1955
	170	75	44.1	80	47.0	13	7.6	2	1.2	1960
	334	82	24.6	175	52.4	66	19.8	11	3.3	1964
Salary	96	18	18.8	36	37.5	34	35.4	8	8.3	1955
	168	33	19.6	66	39.3	52	31.0	17	10.1	1960
	336	32	9.5	159	47.3	123	36.6	22	6.5	1964
Relations with nursing administrators	89	41	46.1	43	48.3	3	3.4	2	2.2	1955
	162	60	37.0	87	53.7	14	8.6	1	.6	1960
	326	98	30.1	201	61.6	25	7.7	2	.6	1964
Relations with other nursing groups on staff	91	48	52.7	40	44.0	3	3.3	0	0.0	1955
	162	81	50.0	77	47.5	3	1.8	1	.6	1960
	328	172	52.4	148	45.1	8	2.4	0	0.0	1964
Communications	92	34	37.0	56	60.9	1	1.1	1	1.1	1955
	164	59	36.0	89	54.3	14	8.5	2	1.2	1960
	331	116	35.0	193	58.3	21	6.3	1	.3	1964
Amount of supervision provided	93	33	35.5	54	58.1	5	5.4	1	1.1	1955
	167	57	34.1	102	61.1	7	4.2	1	.6	1960
	331	111	33.5	199	60.1	19	5.7	2	.6	1964

(continued)

TABLE D25.-continued.

Work Condition	Total	Degree of Satisfaction: Very Satisfied No.	Very Satisfied Per cent	Satisfied No.	Satisfied Per cent	Dissatisfied No.	Dissatisfied Per cent	Very Dissatisfied No.	Very Dissatisfied Per cent	Year
Amount of work expected	94	29	30.8	49	52.1	14	14.9	2	2.1	1955
	169	50	29.6	94	55.6	21	12.4	4	2.4	1960
	332	76	22.9	201	60.5	51	15.4	4	1.2	1964
Supplies and equipment to perform job	93	32	34.4	54	58.1	7	7.5	0	0.0	1955
	168	71	42.3	72	42.8	24	14.3	1	.6	1960
	332	121	36.4	173	52.1	35	10.5	3	.9	1964
Place and equipment for use of employees during rest periods	90	21	23.3	42	46.7	20	22.2	7	7.8	1955
	164	45	27.4	78	47.6	32	19.5	9	5.5	1960
	330	83	25.2	180	54.5	54	16.4	13	3.9	1964
Distribution of duties among RNs, LPNs, Nurse aides, orderlies	87	26	29.9	41	47.1	19	21.8	1	1.1	1955
	163	47	28.8	84	51.5	28	17.2	4	2.4	1960
	328	76	23.2	167	50.9	76	23.2	9	2.7	1964
Cooperation among employees	92	32	34.8	55	59.8	5	5.4	0	0.0	1955
	168	71	42.3	85	50.6	12	7.1	0	0.0	1960
	333	138	41.4	169	50.8	23	6.9	3	.9	1964
Immediate supervisors attitude	90	41	45.6	40	44.4	8	8.9	1	1.1	1955
	163	70	42.9	75	46.0	13	8.0	5	3.1	1960
	330	116	35.2	165	50.0	43	13.0	6	1.8	1964
Job security	94	41	43.6	48	51.1	3	3.2	2	2.1	1955
	167	86	51.5	75	44.9	5	3.0	1	.6	1960
	332	177	53.3	146	44.0	8	2.4	1	.3	1964

(continued)

TABLE D25.-continued.

Work Condition	Total	Degree of Satisfaction: Very Satisfied No.	Very Satisfied Per cent	Satisfied No.	Satisfied Per cent	Dissatisfied No.	Dissatisfied Per cent	Very Dissatisfied No.	Very Dissatisfied Per cent	Year
Opportunities to learn (Inservice)	92	25	27.2	45	48.9	16	17.4	6	6.5	1955
	167	63	37.7	68	40.7	35	21.0	1	.6	1960
	333	119	35.7	138	41.4	65	19.5	11	3.3	1964
Opportunities to gain experience	93	35	37.6	51	54.8	6	6.4	1	1.1	1955
	168	75	44.6	71	42.3	22	13.1	0	0.0	1960
	335	139	41.5	155	46.3	37	11.0	4	1.2	1964
Opportunities to assume responsibilities	93	38	40.9	51	54.8	3	3.2	1	1.1	1955
	169	88	52.1	62	36.7	16	9.5	3	1.8	1960
	332	124	37.3	164	49.4	41	12.3	3	.9	1964
Opportunity for advancement	92	14	15.2	45	48.9	23	25.0	10	10.9	1955
	162	19	11.7	83	51.2	44	27.2	16	9.9	1960
	331	42	12.7	154	46.5	106	32.0	29	8.8	1964

TABLE D26.-RANK OF GRADUATES' JOB SATISFACTIONS - CLASSIFIED BY YEAR OF GRADUATION

Type of Satisfaction	Year of Graduation 1955 Rank 1		1955 Rank 2		1955 Rank 3		1960 Rank 1		1960 Rank 2		1960 Rank 3		1964 Rank 1		1964 Rank 2		1964 Rank 3	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Policies-excellent salary,security,retirement	7	7.4	4	4.2	4	4.2	7	4.2	3	1.8	10	6.0	8	2.4	14	4.2	13	3.9
Relationships-Experience with staff & patients	12	12.8	23	24.5	15	16.0	27	16.1	45	26.8	28	16.9	61	18.3	88	26.4	69	21.0
Engaged in type of nrsg. preferred	29	30.8	12	12.8	7	7.4	54	32.1	32	19.0	16	9.6	84	25.1	57	17.1	43	13.1
Location-Nearness of job to home	11	11.7	12	12.8	21	22.3	11	6.5	16	9.5	33	19.9	20	6.0	27	8.1	49	14.9
Education & experience provided	6	6.4	7	7.4	3	3.2	16	9.5	14	8.3	14	8.4	33	9.9	37	11.1	42	12.8
Assigned according to preparation	1	1.1	6	6.4	7	7.4	1	0.6	5	3.2	7	4.2	0	0.0	4	1.2	9	2.7

(continued)

TABLE D26.-continued

Type of Satisfaction	Year of Graduation 1955 Rank 1		1955 Rank 2		1955 Rank 3		1960 Rank 1		1960 Rank 2		1960 Rank 3		1964 Rank 1		1964 Rank 2		1964 Rank 3	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Doing for others-feeling needed	23	24.5	16	17.0	25	26.6	49	29.2	34	20.2	27	16.3	114	34.1	64	19.2	41	12.5
Promotional possibilities	0	0.0	3	3.2	1	1.1	0	0.0	1	0.6	1	0.6	1	0.3	2	0.6	3	0.9
Being respected	2	2.1	9	9.6	10	10.6	3	1.8	18	10.7	27	16.3	10	3.0	39	11.7	56	17.1
Other	3	3.2	2	2.1	1	1.1	0	0.0	0	0.0	3	1.8	3	0.9	1	0.3	3	0.9
Total	94	100.0	94	100.0	94	99.9	168	100.0	168	100.1	166	100.0	334	100.0	333	99.9	328	99.8

TABLE D27.-RANK MAIN SATISFACTIONS GRADUATES' VOCATION HAS PROVIDED - CLASSIFIED BY YEAR OF GRADUATION

Satisfactions	Year of Graduation 1955 N=250 Rank 1		2		3		1960 N=356 Rank 1		2		3		1964 N=394 Rank 1		2		3	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Interesting & challenging work	106	42.4	52	20.8	31	12.4	178	50.0	74	20.8	46	12.9	183	46.4	100	25.4	41	10.4
Intelligence required	3	1.2	7	2.8	2	0.8	5	1.4	10	2.8	13	3.6	1	0.2	10	2.5	15	3.8
Scarcity of personnel who can do the work	0	0.0	3	1.2	1	0.4	0	0.0	5	1.4	6	1.7	0	0.0	2	0.5	9	2.3
Need for originality and initiative	1	0.4	2	0.8	9	3.6	2	0.6	13	3.6	12	3.4	5	1.3	16	4.1	37	9.4
Having an influence on others	1	0.4	2	0.8	1	0.4	2	0.6	6	1.7	9	2.5	2	0.5	6	1.5	12	3.0
Education or training required	4	1.6	4	1.6	9	3.6	3	0.8	13	3.6	13	3.6	2	0.5	10	2.5	9	2.3

(continued)

TABLE D27.-continued

Satisfactions	Year of Graduation 1955 N=250 Rank 1		2		3		1960 N=356 Rank 1		2		3		1964 N=394 Rank 1		2		3	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Security	17	6.8	34	13.6	44	17.6	19	5.3	38	10.7	68	19.1	12	3.0	35	8.9	80	20.3
Honorable & morally good work	27	10.8	39	15.6	49	19.6	20	5.6	55	15.4	59	16.6	28	7.1	55	14.0	55	14.0
Service to humanity	55	22.0	50	20.0	32	12.8	83	23.3	60	16.8	41	11.5	85	21.6	68	17.2	48	12.2
Dealing more with people than things	30	12.0	48	19.2	50	20.0	40	11.2	72	20.2	63	17.7	73	18.5	86	21.8	73	18.5
Flexible working hours	4	1.6	6	2.4	18	7.2	1	0.3	4	1.1	18	5.1	0	0.0	2	0.5	11	2.8
No response	2	0.8	3	1.2	4	1.6	3	0.8	6	1.7	8	2.2	3	0.8	4	1.0	4	1.0
Total		100.0		100.0		100.0		99.9		99.8		99.9		99.9		99.9		100.0

TABLE D28.-GRADUATES' GREATEST PROBLEM AS AN LPN - CLASSIFIED BY YEAR OF GRADUATION

Problem	Year of Graduation 1955 No.	1955 Per cent	1960 No.	1960 Per cent	1964 No.	1964 Per cent	Total No.	Total Per cent
Lack of recognition of LPN's contribution	26	10.4	46	12.9	59	14.9	131	13.1
Lack of knowledge of LPN's capabilities and limitations	35	15.2	74	20.8	74	18.7	186	18.6
Poor relationships with co-workers	3	1.2	0	0.0	5	1.3	8	0.8
Poor working conditions (Hours, wages, work load, lack of advancement)	55	22.0	73	20.5	93	23.5	221	22.1
Inadequate preparation	10	4.0	9	2.5	14	3.5	33	3.3
Low status	4	1.6	8	2.2	4	1.0	16	1.6
No problem	97	38.8	124	34.8	108	27.3	329	32.9
Other	11	4.4	11	3.1	22	5.6	44	4.4
No response	6	2.4	11	3.1	16	4.0	33	3.3
Total	250	100.0	356	99.9	395	99.8	1001	100.1

TABLE D29.-OCCUPATIONAL LEVELS OF PARENTS OF GRADUATES - CLASSIFIED ACCORDING TO PRESENT EMPLOYMENT IN NURSING

	Type of Attrition							
	Permanent*				Temporary**			
	N=195 Father		N=195 Mother		N=217 Father		N=217 Mother	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Deceased	13	6.7	3	1.5	14	6.4	6	2.8
No reply	3	1.5	50	25.6	2	.9	44	20.3
Non-professional	165	84.6	53	27.2	188	86.6	89	41.0
Professional, Semi-professional	7	3.6	16	8.2	6	2.8	19	8.8
Home only	0	0.0	67	34.4	0	0.0	58	26.7
Unemployed, retired, ill	7	3.6	6	3.1	5	2.3	1	.5
Dont know	0	0.0	0	0.0	2	.9	0	0.0
Total		100.0		100.0		99.9		100.1

*Permanent: Graduate not employed and does not plan to return to practical nursing.
**Temporary: Graduate not currently employed but plans to return to practical nursing.

TABLE D30.-HIGHEST EDUCATIONAL LEVEL OF PARENTS OF GRADUATES LEAVING THE PRACTICAL NURSING FIELD - CLASSIFIED BY TYPE OF ATTRITION

	Type of Attrition							
	Permanent*				Temporary**			
	N=195 Father		N=195 Mother		N=217 Father		N=217 Mother	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Some grade school with or without bus. or voc. ed.	31	15.9	15	7.7	19	8.8	8	3.7
Grade school ed.	59	30.2	51	26.2	76	35.0	61	28.1
Some high school	25	12.8	33	17.0	37	17.0	36	16.6
Some high school, plus bus. or voc. trng.	11	5.6	3	1.5	8	3.7	9	4.1
High school diploma	25	12.8	46	23.6	29	13.4	49	22.6
High school diploma, plus bus. or voc. trng.	17	8.7	16	8.2	18	8.3	25	11.5
Some college	5	2.6	12	6.2	6	2.8	6	2.8
Some college, plus bus. or voc. ed.	5	2.6	4	2.0	6	2.8	9	4.1
College degree	1	.5	9	4.6	6	2.8	10	4.6
College degree, plus additional schooling	8	4.1	1	.5	5	2.3	2	.9
Don't know	8	4.1	5	2.6	7	3.2	2	.9
Total		99.9		100.1		100.1		99.9

*Permanent: Graduate not employed and does not plan to return to practical nursing.
**Temporary: Graduate not currently employed but plans to return to practical nursing.

TABLE D31.-GRADUATES' SCORES ON STATE BOARD EXAMINATION - CLASSIFIED BY YEAR AND TYPE OF ATTRITION

State Board Scores	Type of Attrition			
	Permanent*		Temporary**	
	No.	Per cent	No.	Per cent
1955				
At or above 84th percentile	13	16.7	8	10.1
Below 84th percentile	65	83.3	71	89.9
Total	75	100.0	79	100.0
1960				
At or above 84th percentile	9	12.0	19	17.0
Below 84th percentile	66	88.0	93	83.0
Total	75	100.0	112	100.0
1964				
At or above 84th percentile	6	17.6	4	11.1
Below 84th percentile	28	82.4	32	88.9
Total	34	100.0	36	100.0

*Permanent: Graduate not employed and does not plan to return to practical nursing.

**Temporary: Graduate not currently employed but plans to return to practical nursing.

TABLE D32.-MARITAL STATUS OF GRADUATES LEAVING THE PRACTICAL NURSING FIELD - CLASSIFIED BY TYPE OF ATTRITION

	Type of Attrition			
	Permanent* N=195		Temporary** N=217	
	No.	Per cent	No.	Per cent
Married	175	89.7	205	94.5
Single	13	6.7	6	2.8
Widowed	1	.5	1	.5
Divorced/separated	6	3.1	5	2.3
Total		100.0		100.1

*Permanent: Graduate not employed and does not plan to return to practical nursing.
**Temporary: Graduate not currently employed but plans to return to practical nursing.

TABLE D33.-FEELING OF ACCEPTANCE BY THE COMMUNITY OF GRADUATES LEAVING THE PRACTICAL NURSING FIELD - CLASSIFIED BY TYPE OF ATTRITION

	Type of Attrition			
	Permanent* N=195		Temporary** N=217	
	No.	Per cent	No.	Per cent
Well accepted	127	65.1	166	76.5
Fairly well accepted	48	24.6	35	16.1
Not accepted	4	2.0	0	0.0
Not understood	14	7.2	11	5.1
No response	2	1.0	5	2.3
Total		99.9		100.0

*Permanent: Graduate not employed and does not plan to return to practical nursing.
**Temporary: Graduate not currently employed but plans to return to practical nursing.